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BIENNIAL REPORT
OF
THE NORTH CAROLINA
BOARD OF CORRECTION AND TRAINING



Beginning
JULY 1, 1956

Ending
JUNE 30, 1958

BLAINE M. MADISON
Commissioner of Correction

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OF
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BOARD OF CORRECTION AND TRAINING



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THE NORTH CAROLINA BOARD OF CORRECTION AND TRAINING

	Terms Expire
C. A. Dillon, Chairman	6—30—59
T. Clyde Auman, Vice Chairman	6—30—63
Paul B. Bisette	6—30—59
Elton Edwards	6—30—63
Mrs. C. L. Gilliatt	6—30—61
M. S. Hayworth	6—30—59
Joseph W. Nordan	6—30—61
Steed Rollins	6—30—63
Dr. C. F. Strosnider	6—30—61
Dr. Ellen Winston, Ex-Officio	

BLAINE M. MADISON, COMMISSIONER

C. G. BENNETT, ADMINISTRATIVE ASSISTANT

WILLARD L. BRIGNER
SUPERVISOR OF PSYCHOLOGICAL AND SOCIAL WORK SERVICES

MRS. LESSIE P. MOORE, SECRETARY

R. G. McCASKILL, MAINTENANCE MECHANIC

MRS. MABEL G. GOODMAN, SECRETARY

Honorable Luther H. Hodges
Governor of North Carolina
Raleigh, North Carolina

Dear Governor Hodges:

I have the honor to transmit to you the Biennial Report of the North Carolina Board of Correction and Training dating from July 1, 1956, through June 30, 1958. I think you will be interested to note that this report was printed by the vocational printing class in one of the Correction and Training Schools.

With the increase in juvenile delinquency across the country, and with the increased demands in North Carolina for more facilities to provide treatment and training for juvenile delinquents, the State Board of Correction and Training pledges its total resources and untiring efforts to provide a program that will meet the needs of the young people in our state who have behavior problems.

Respectfully submitted,

Clyde A. Dillon, Chairman
North Carolina Board of
Correction and Training

p 38111

A STATE WIDE PROGRAM of CORRECTION and TRAINING

The General Statutes of North Carolina require the State Board of Correction and Training to "accept and train all delinquent children of all races and creeds under the age of eighteen as may be sent by the judges of the juvenile courts or by judges of other courts having jurisdiction, provided such persons are not mentally or physically incapable of being substantially benefited by the program."

The Board of Correction and Training prefers to think of the students in the correction and training schools as young people with problems, and not as problem young people. For these young people with problems a sound and constructive treatment program has been provided. Many young people fail to reach social and moral maturity through regular community resources, and engage in anti-social acts and attitudes to the degree of becoming delinquent. It is necessary to realize that their anti-social acts are symptoms of deep-rooted sickness. The treatment process may require re-education as well as education. Many juvenile delinquents are not only untaught, they are mistaught. As a result, the rehabilitation effort must be planned to meet the individual needs of the young person with problems.

In many cases the nature and degree of the delinquent acts are such that treatment in a residence institution is indicated. In such a correction and training school the misguided and mistaught individual finds opportunities for vocational and academic education compatible with his interests, aptitudes, and abilities. Often the correction and training school represents the first chance that some youngsters have ever had for self-identification. At the same time a residence institution represents the last chance that some delinquents will have to prevent their going into a life of crime. Treatment and rehabilitation for juvenile delinquents is not cheap, however, it is far less expensive than crime.

PSYCHOLOGICAL AND SOCIAL WORK SERVICES

Maintaining a continuous relationship between the student, the family and referral agency, the social worker introduces the new student to his new environment and serves in a guidance and counseling capacity throughout the successful completion of his program in the training school.

Beginning with a diagnostic evaluation, implemented by psychological testing and intensive study of his background experience, treatment plans are developed to meet the needs of each student. Through continuous guidance and counseling with the youth, effectiveness of treatment efforts are assured and

maintained. Psychological and Social Work personnel participate in staff training in an effort to achieve maximum results for all students.

MEDICAL SERVICES

Upon admission each child has benefit of a complete physical examination. Whenever indicated medical and dental treatment are administered to assure physical well-being for a group that has been often neglected. Trained personnel serve as consultants and participate in planning and effecting the treatment of these children throughout their period of rehabilitation.

EDUCATIONAL AND VOCATIONAL SERVICES

Integrating academic and vocational services provides an effective approach to the individual needs of these youth. Wherever individual needs indicate, appropriate emphasis is placed. Certificated teachers, with special skills in working with these exceptional youth, create and maintain an atmosphere that brings forth abilities heretofore unrealized.

On the job training encourages and implements the development of skills in maintenance trades, modern farming and dairying methods, textile mill operations, printing, linotype, and other trades. Girls are afforded opportunities in homemaking activities such as food preparation, child care, sewing, home gardening, and other domestic activities designed to practical "after-care" needs. Opportunities in cosmetology provide technical skills and encourage the development of self pride. Handicrafts such as ceramics, knitting, crocheting, leathercrafts, and weaving serve in learning to use leisure time constructively.

RELIGIOUS SERVICES

A first for many of these youngsters, Sunday school, church services, and weekly prayer meetings contribute in untold measure toward spiritual enlightenment and re-orientation of personal values.

Restoring in many instances a lost or unknown faith these services often serve in the alleviation of guilt and insecurity associated with bitter and unpleasant experience and behavior.

Beyond the more immediate therapeutic effect the student is equipped with a sense of righteousness and well-being to aid him in helping himself.

RECREATIONAL SERVICES

Organized sports, camping trips, picnics, folk dancing, select television programs are a few of the recreational activities that facilitate the wholesome growth and development of these youths.

Teamwork, fair play, group spirit, and an opportunity to relieve gross tension are important ingredients in providing new and meaningful experiences to these young people.

GROUP LIVING

In the school atmosphere students are given the opportunity to learn to live by group decisions, to develop and maintain an acceptable level of

citizenship in the campus community and to make positive contributions to group living. Prior to release students are allowed more academic and social freedom in which they will be able to demonstrate their ability to function as responsible citizens.

Living conditions in the school are designed to be as near as possible like those in regular public schools and in community life. The rehabilitation process is structured to prepare students to return to their homes and to become compatible and contributing citizens in their own communities.

UNIFORM POLICIES AND PROCEDURES

During the biennium the formulation and installation of uniform policies and procedures for the guidance and administration of all of the Correction and Training Schools have been achieved. This resulted in a more unified and co-ordinated program available for all students and has improved the level of service. The Board now operates with uniform policies in the areas of discipline, evacuation procedure, visiting, standardized terminology and duties and responsibilities of house counselors. Appropriate forms have been designed and printed for the implementation of policies and procedures. The printing is done by a vocational printing class in one of the Correction and Training Schools.

PERSONNEL

The program has been strengthened by the addition of an Administrative Assistant and one Secretary in the Administrative Offices. Assistant Superintendents have been added to the administrative staffs at Samarcand Manor and at Morrison Training School. The addition of Social Service Workers in the various schools has resulted in significant improvement in the psychological and social work services. An appropriation sufficient to make an arrangement for two Counselors for each group of twenty-five students in the schools has tended to improve the cottage life program in a very significant manner. Job classifications and pay plans have been established for all the positions in the department.

INSTRUCTION

The instructional program has been improved in many ways during the biennium. This is especially true in vocational training. The vocational training program has been enlarged and enriched in all of the schools. An instructional calendar has been installed to insure uniform schedules in all institutions.

CAPITAL IMPROVEMENTS

Capital Improvements have been made at all of the schools during the biennium. The school building has been renovated, fifteen new porches added to cottages, the electrical distribution system renovated and four new staff houses provided at Jackson Training School. Four cottage basements have been renovated and two new staff houses built at Eastern Carolina Training

School. One new cottage has been provided at Dobbs Farm. One new cottage has been constructed, a new water system built and two poultry houses erected at Samarcand Manor. The cafeteria has been renovated and two new cottages built at Morrison Training School.

Respectfully submitted,

BLAINE M. MADISON
Commissioner of Correction

EASTERN CAROLINA TRAINING SCHOOL

ROCKY MOUNT, NORTH CAROLINA

Mr. Blaine M. Madison
Commissioner of Correction
Raleigh, North Carolina

Dear Mr. Madison:

We herewith submit the sixteenth Biennial Report of Eastern Carolina Training School, for the two years ended June 30, 1958.

INSTRUCTION

Academic: A twelve months academic calendar is now in operation within our school, with students attending classes on a half-day schedule five days per week. The following curriculum is stressed in each class: Language, Arithmetic, Science, Social Studies, and Physical Education. Vocational assignments are carried out when the students are not in class.

Six academic instructors work with small classes affording individual attention necessary for achievement. Supplementary instruction is made possible through in-school television, with various classes auditing courses in General Science, Arithmetic, World History, and American History. This set was donated by the local Civitan Club.

Eclecticism is used in assigning students to classes, with the Stanford Achievement Test serving as an objective instrument for evaluation. Standard textbooks currently adopted for public schools are used by each student on appropriate levels. A statistical break-down of classes appears elsewhere in this report.

Vocational: Vocational Agriculture is being introduced as a unit of credit, with students attending classes five hours per week. The remainder of the time is spent with actual training, where "learning by doing" is practiced.

An Industrial Arts program has been installed and is under the direction of a well-qualified instructor. Interested students attend half-day classes and receive practical experience in the use of tools and machinery.

Recreational: Recreation continues to play an ever-increasing part in our over all program. Although the majority of our students are athletically deficient (approximately two years below average), they participate in every game from marbles and kite flying to the major sports. Special emphasis is placed on baseball and basketball—two sports in which both intra-cottage and varsity teams are sponsored. There is no neglect, however, of softball,

swimming, volleyball, soccer, and tag football. For the past two years, the Rocky Mount Elks Club has sponsored a Field Day program which included soft drinks, food and a cash donation. The department's physical plant includes one large and three small playing fields equipped for seasonal activities; a medium size gymnasium with sufficient space to seat all the student body; and an attractive swimming pool. A canteen is operated in connection with the main playing field.

Numerous other outdoor activities are constantly afforded various groups. In the summer there are hikes, outdoor picnics, boating, and fishing. We have a standing invitation to all special entertainment and athletic events held in or around Rocky Mount throughout the year. The same invitation is extended by two local theaters which we use as awards for honor groups.

As weather forces us from the outdoors, more emphasis is placed on indoor entertainment. Here the cottage counselors play an important role, especially during the crucial period of early evening. Each cottage is equipped with television, table tennis, small library, and an assortment of games. Usually, the students keep the cottages well supplied with radios and various musical instruments. Frequent parties are held, and each month all the boys having a birthday are given a special party complete with gifts furnished by the North Carolina Federation of Women's Clubs. Except during the hot months, an "A" class film is shown each week end in the main auditorium. Recently, a special lens and an extra wide screen were purchased in order to secure the newest films. The academic school is regularly engaged in some project in the field of drama and music.

Although it would appear this department is well supplied, there is a pressing need for a hard surfaced area enclosed with a fence for an all-weather court for tennis, volleyball, and similar games.

COTTAGE LIFE

Counseling: Capable, happy house counselors are assigned to work with the age group to whom they are particularly suited. They acquaint themselves with the background, immediate adjustment, and future plans of each student in the cottage, in order that they may better accept, understand, and counsel the individual student. When crises, discouraging letters, family problems, and other trauma occur, counselors are particularly interested in guiding behavioral development and providing a home-like atmosphere for their students.

Moral and Religious Training: Little can be accomplished in the Training School without emphasis on moral and religious training. The students at Eastern attend Sunday School each Sunday morning and Prayer Meeting each Wednesday night on campus. Counselors and students participate in these services. Students attend local churches in the City of Rocky Mount each Sunday night. Students are given the opportunity and encouraged to join churches of their choice while at Eastern. Church letters are provided and sent to students' home churches when they return to their homes.

Group Living: Group living is the most important aspect of cottage and

campus life. Many students have never learned to socially adjust in groups in their homes and communities. A closely knit cottage and campus group serves to help students overcome social obstacles and to create a healthy respect for others.

Personal Hygiene and Grooming: Cottage counselors continuously teach and stress the importance of personal hygiene and grooming to their individual groups of students. Students find it especially hard to keep clothing clean and neat due to varied activities: i. e. farming, dairying, shop, tending boilers, and playground activities. Student barbers have the assignment of haircutting for all students.

Housekeeping: Cottage counselors use students from their cottage to keep their cottages neat and clean. The students are taught housekeeping chores and are supervised by their counselors. Each student makes his own bed and is assigned certain cleaning duties each day.

GENERAL SERVICES

Food Service: A modern cafeteria provides a sound and constructive feeding program to meet the nutritional needs of the students. Meals are prepared by the students and a staff of three employees. Students are taught to cook and serve meals, operate dishwashing and glasswashing machines, and all other phases of cafeteria feeding. We look forward to the employment of a dietitian which will complete the cafeteria staff and give the school a much needed director of food services.

Psychological and Social Service: The social work services program has been primarily concerned with the amelioration of the cottage life wherein the goal has been the development of an organized, relaxed cottage atmosphere which radiates many home-like qualities and fosters the healthy development of each student. To accomplish this, the cottages are furnished with comfortable lounging chairs, pictures, colors, room arrangement, and television in such a way as to suggest an average home; further, each student is given a place of his own where he can keep his own personal treasures.

Psychological testing is utilized in learning more about the students' ability, aptitudes, and interests. This information is employed by the staff in assignment, discipline, future planning, and counseling. The counseling function begins with the cottage parent; however, the social worker is available to the student at any time he desires to discuss some matter. Further, the social worker plans counseling interviews with students with the intent of fostering wholesome attitudes and healthy adjustment.

Where necessary, the psychological and social work services are augmented by public and private clinics, agencies, and child-development institutions to achieve maximum effectiveness in rehabilitating the delinquent.

Medical Care: Preventative treatment continues to be stressed, with each student required to enter with a negative Wasserman and a full physical report. Shortly after arrival, our school physician makes a complete check,

including x-rays and laboratory tests, if necessary. Immunization shots, among them polio and tetanus, are a matter of routine. Health classes and health films are a regular part of the academic curriculum. Cottage counselors daily stress personal hygiene.

"Sick Call" is held at the infirmary each morning and a male nurse is available most of the time, day or night. The school physician, Dr. K. D. Weeks, or his associate, Dr. Needham Carter, makes weekly visits and one of them is always available for emergencies. Local surgeons and E. N. T. specialists are customarily utilized; however, we have on occasion taken advantage of the services of various orthopedic and heart clinics, and those of Duke and Memorial Hospitals.

We are fortunate to have the services of a dentist for approximately two months each summer. This service is rendered by the State Board of Health, Division of Oral Hygiene. Necessary treatment the remainder of the year is supplied by a local dentist, Dr. H. L. Young.

During the past two years, there has been the usual number of respiratory diseases (with the exception of flu, which has actually diminished), lacerations, fractures, and appendectomies. Two mild cases of measles were isolated. These, by the way, were the first cases of communicable disease since 1953.

Perhaps the most urgent problem in the medical department is funds to care for the repeated cases among new students of infected tonsils, deficient eyes, and expensive dental repairs. For the most urgent cases, some way has always been found through the assistance of Welfare and Health Agencies, the student's family, or the Training School itself.

Operation and Maintenance: Two members of the personnel are designated to the operation and maintenance of the school plant. A mechanic is employed to keep all cars, trucks, tractors, farm machinery, plumbing, and electrical operations in good condition. Student helpers are assigned to this group and they receive valuable on-the-job training.

A carpenter is employed to keep buildings in repair. The carpentry shop is a valuable asset to the school. In addition to general repairs, the carpenter and his student helpers build cabinets, truck and trailer bodies, and any other facility needed in the school's vocational operation.

Permanent Improvement: By transferring funds unused in the construction of our cafeteria and in a previous cottage renovation, we were able during the past year to have two buildings waterproofed, the roof repaired on the Administration Building, and the swimming pool repaired.

The 1957 General Assembly appropriated funds for two staff cottages, and for the renovation of four cottage basements. Contracts for the completion of these projects were in process at the end of June, 1958, but construction had not begun.

Farm Operation: Our farm employs a Farm Supervisor, a Dairy Herdsman, and two Farm Foremen, who supervise students in general farm

work, dairying, gardening, poultrying, and care of livestock. Fresh vegetables and fruits are sent from the farm to the cafeteria in season. The farm supplies beef, pork, chicken and eggs for consumption by staff and students. Products valued at \$38,885 were used for food during the year ended June 30, 1958, and products valued at \$8,646 were used on the farm.

We wish to thank you for the splendid cooperation we have received from the Administrative Offices of the Board of Correction and Training.

Very sincerely,

William D. Clark
Superintendent

PERSONNEL

Name	Classification	Date of Employment
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ADMINISTRATION

William D. Clark	Superintendent	11-15-28
Ethel L. Birney	Accounting Clerk	5-22-50
Samuel P. Williams	Social Service Worker	4-29-58
Leola C. Dawson	Stenographer Clerk	3-8-54
Willa Faye Patterson	Typist-Clerk	6-1-58

INSTRUCTION

Mack E. Livesay	Principal	2-5-51
John M. Whitehurst	Teacher-Academic	11-16-56
James T. Boone	Teacher-Academic	9-23-57
Horace S. High	Teacher-Academic	4-1-58
James Harvey Ward, Jr.	Teacher-Academic	3-1-58
Winfred B. Stevenson	Teacher-Recreation	4-1-36
James H. Griffin	Teacher-Vocational	11-19-56

CUSTODIAL CARE

James A. Suggs	Cafeteria Supervisor	11-14-52
Alberta M. Coppedge	Cafeteria Assistant	8-15-53
Estelle C. Suggs	Cafeteria Assistant	11-14-52
Clinton E. Price	Counselor	11-15-56
Van C. Watson	Counselor	4-10-56
Foster A. Wagner	Counselor	8-1-53
Edward P. Jones	Counselor	2-1-58
Junious B. McGhee	Counselor	9-26-55
Essie D. Parker	Assistant Counselor	3-1-54
Charlene A. Price	Assistant Counselor	11-15-56
Nora W. Watson	Assistant Counselor	4-10-56
Irene R. Wagner	Assistant Counselor	12-15-57
Ella M. Jones	Assistant Counselor	2-1-58
Mabel S. Hunt	Trades Supervisor	10-1-33

AGRICULTURE

William R. Burnette	Farm Supervisor	7-6-49
Harry V. Griffin	Dairy Herdsman	9-26-55
Oscar W. Patterson	Farm Foreman	1-1-58
Curtis A. Manning	Farm Foreman	9-15-53

OPERATION AND MAINTENANCE

William P. Vick	Maintenance Man	10-21-57
William E. Parker	Maintenance Man	10-23-52

GENERAL INFORMATION

Capital Assets -----	\$645,761
Capital Improvements Appropriation for the 1957-59 Biennium:	
1. Two Staff Houses	
(a) Buildings -----	\$20,000
(b) Equipment -----	1,000
2. Renovation of 4 Cottage Basements -----	12,000
Total Appropriation -----	\$33,000

BUDGET

For the two years ended June 30, 1958

	Year Ended June, 1957	Year Ended June, 1958
Total Requirements -----	\$ 123,487.37	\$ 180,596.04
Less: Receipts -----	112.36	19,560.56
Appropriation -----	123,375.01	161,035.48
Cost per Capita:		
All Sources -----	942.65	1,262.91
Own Receipts -----	.86	136.79
Appropriation -----	941.79	1,126.12
Summary by Purposes:		
I. - Administration -----	13,397.48	22,370.83
II. - Instruction -----	21,860.45	32,094.29
III. - Custodial Care -----	45,219.69	67,970.34
IV. - Agriculture -----	18,552.24	31,471.43
V. - Operation and Maintenance -----	21,947.54	26,689.15
VI. - Additions and Betterments -----	2,509.97	
Totals -----	\$ 123,487.37	\$ 180,596.04

MOVEMENT OF POPULATION

	Year Ended June 30, 1957	Year Ended June 30, 1958
On Roll First of Year -----	115	153
ADMISSIONS		
Received from Courts -----	119	104
Returned from Conditional Release -----	4	13
Runaways Returned -----	5	9
Transferred from Other Institutions -----	-	-
Other Admissions -----	-	-
Total Admissions -----	128	126
On Roll and Admissions -----	243	279
SEPARATIONS		
Discharged without Conditional Release -----	6	3
Conditionally Released -----	60	104
Runaways -----	14	20
Transferred to Other Institutions -----	10	8
Other Separations -----	-	-
Total Separations -----	90	135
Population End of Year -----	153	144
Average Population for the Year -----	131	143
Average Age of Students -----	14.8	15
Average Length of Enrollment -----	18 mos.	17 mos.

Parental Status of Students in Institution at End of the Year

	Year Ended June 30, 1957	Year Ended June 30, 1958
Parents living together -----	70	66
Parents separated -----	17	17
Parents divorced -----	20	24
Step-Father -----	16	23
Step-Mother -----	8	8
Father deceased -----	26	18
Mother deceased -----	13	8
Orphans -----	-	-
Foster Parents -----	3	2
Illegitimate -----	7	3

AGE AND GRADE CLASSIFICATION

SCHOOL YEAR 1956-57

Age	Grades									Total
	Special Education	5	6	7	8	9	10	11	12	
10	3									3
11	3									3
12	1									1
13	3	4								7
14		10	6	3	3					22
15			13	15	18	5				51
16		3	2	5	8	24	2			44
17				4	3		8			15
18							3			3
Total	10	17	21	27	32	29	13	0	0	149

SCHOOL YEAR 1957-58

Age	Grades									Total
	Special Education	5	6	7	8	9	10	11	12	
10	2									2
11	3	2								5
12	2	2								4
13	1	5	8		1					15
14	1	3	15	5	6					30
15	4	3	5	17	10	24	2			65
16	1	5	4	15	17	14	12			68
17			1	2	3	3	2	2		13
18					1	1			1	3
19						1				1
Total	14	20	33	39	38	43	16	2	1	206

DISTRIBUTION OF POPULATION BY COUNTIES

County	1956	Year Ended June 30, 1957			Year Ended June 30, 1958		
	Total June 30	Admissions During Year	Released During Year	Total June 30	Admissions During Year	Released During Year	Total June 30
Alamance	9	9	5	13	5	6	10
Beaufort	4	3	1	5	2	5	2
Bertie	2		1	1	1	1	1
*Bladen	4	1	3	1	1		2
Brunswick					1		1
Buncomb	2	4	2	4	6	2	8
Cabarrus	1	4	1	4	2	3	3
*Caldwell				1	1	1	1
Carteret		3		3		1	2
Caswell					4		4
*Chatham		1		1	1		1
Chowan	2		2				
Columbus					2		2
*Craven	3	2	2	3	2	2	3
*Cumberland	5	6	6	5	5	3	8
Davidson	5	9	4	10	6	8	8
Durham	4	3	2	5	4	4	5
Edgecombe	3	1	2	2	3	1	4
Forsyth	6		3	3	3	4	2
Franklin	1			1	1	1	1
Gaston	5	3	5	3	3	3	3
Gates	1	1		2		2	
Greene		2		2	2	2	2
*Guilford	4	12	6	10	16	18	10
Halifax	7	2	4	5	3	5	3
Harnett	1	4		5	6	5	6
Haywood	2		2		3	3	
Henderson	1		1				
Hertford	1		1		1		1
*Hoke		3		3	1	2	1
*Jackson				1			1
Johnston	3	1	3	1	4	2	3
Lee	1		1				
Lincoln					1		1
*Macon		2		1		1	
*Madison					1		2
*Martin				1		1	
*McDowell		2		2	1	2	
*Mecklenburg	13	18	12	23	9	19	14
Montgomery		1		1		1	
*Nash	4	3	3	4	6	3	6

DISTRIBUTION OF POPULATION BY COUNTIES

County	1956	Year Ended June 30, 1957			Year Ended June 30, 1958		
	Total June 30	Admissions During Year	Released During Year	Total June 30	Admissions During Year	Released During Year	Total June 30
New Hanover					2		2
Orange					1		1
*Onslow		1		1	1	1	2
Farmlico							1
Pasquotank	4	5	3	6	1	6	1
Perquimans		1		1		1	
*Randolph						1	1
*Robeson	1		2				
*Rockingham	1	2	1	2	1	2	
Towam	1		1				
Scotland	2	3	4	1		1	
Surry					1		1
Vance		1		1	2	1	2
*Wake	1	6	2	6	5	5	6
Warren		1		1			
*Wayne	2	2	2	2	2	2	3
Wilkes		4	2	2		1	1
*Wilson	4	1	1	3	2	3	1
United States District Court		1		1			1
Totals	115	128	90	153	126	135	144

*Many students are committed to the school from one county, and during the course of their stay, their families move to another county, in which case their records are transferred to the county where the family resides. Therefore, the totals by counties do not check across in some instances.

MORRISON TRAINING SCHOOL

HOFFMAN, NORTH CAROLINA

Mr. Blaine M. Madison
Commissioner of Correction
Raleigh, North Carolina

Dear Mr. Madison:

The seventeenth biennial report of the Morrison Training School for Negro boys, covering the period from July 1, 1956 through June 30, 1958, is herewith submitted:

INSTRUCTIONAL

Academic Training: The academic department includes all boys, with special interest in the exceptional child. In order to properly classify each pupil, a battery of tests — psychological, personality, aptitude and achievement — are given at the beginning and ending of the school year, and to boys who enter during the year.

The academic staff consists of seventeen teachers — four vocational and thirteen classroom teachers. Four of them have finished their Master's Degrees and the others are seeking improvement through extension classes and summer school.

Special Education classes are designed to meet the needs of retarded students. Here students are permitted to participate according to their abilities.

The academic department is responsible for campus programs, the glee club, the band and monthly parties for the entire school.

The boys who leave Morrison and go to the public schools of their community have little difficulty in keeping up with their classes, hence many of our boys continue in school.

The academic department participates in the Annual Spelling Bee, and for two years have won first place in the County Spelling Bee, sponsored by the Richmond County School Masters Club. We were also participants in Richmond County Music Festival this year.

Vocational Education: There are several factors peculiar to the training school that enter into the planning for vocational education. The comparatively short period of time which the pupil spends in the school, the length of time required to learn and understand the trade, together with the boy's lack of readiness to make a final choice, all mean, in the majority of cases, that during his stay in the training school the pupil is only introduced to an occupation or trade. In cases like this, the vocational program is exploratory and prevocational. Yet the training school community offers many open doors

to occupational activity of at least the semi-skilled trade. At Morrison we offer eight areas of vocational education. They are: vocational agriculture, barbering, woodwork, bricklaying, painting, cement finishing, electricity and auto mechanics. Leather craft and plastics are taught to seventh and eighth grades.

Aside from the academic program in vocational education, the boys receive some training in laundry service and engineering.

The boys get practical experience in all areas with the use of all hand and power tools. The classes in vocational agriculture care for the poultry and conserve the surplus food in the campus cannery; the class in barbering keeps boys' hair trimmed; the auto mechanics class keeps the farm equipment and campus vehicles in repair; the industrial arts shop makes tables, bookcases, and furniture for buildings and helps with the major repairs on the campus; the engineering boys are responsible for keeping an adequate water supply, caring for furnaces, lights, and machinery connected therewith; the boys working in the laundry keep the linen clean for all the buildings.

The various areas of work give the individual an opportunity to choose what he is most interested in, and learn something about the various tools and skills needed in the vocation of his choice.

Recreational: Our recreational program has its primary aim the building of good character and strong healthy bodies.

The campus lake is used from late spring until early fall for swimming, fishing and picnicing.

The recreational director and cottage parents carry on a program of intra-murals between the boys of different cottages. The recreational program is diversified and flexible enough to provide participation in activities for all boys regardless of age.

Varsity teams play football, baseball, basketball and softball with outside schools and communities on a home to home basis, thereby providing our boys with recreation and the players with a chance to learn to adjust properly to victory and defeat.

We also have televisions and indoor games in all cottages. In addition, we have a Boy Scout Troop, a boys' choir, and various hobbies boys may pursue.

Campus parties are planned by teachers of the academic department for all boys, and held in the gymnasium. Cottage parents plan group parties as a form of reward for good conduct or special work in connection with their cottage and group holiday parties.

A special audio-visual aids committee selects pictures for movies and educational pictures and slides for the academic department. The boys show keen interest in the entire program of audio-visual aids which serve as recreational and educational measures.

COTTAGE LIFE

Counseling: Teaching children respect for authority, respect for property, and respect for social relationships with others is the major

responsibility of the house parents and teachers at Morrison. This is done mostly by counseling.

Counseling is done in the cottages, on the campus, on various work assignments, in school, and wherever the boy may be.

The school has a specific function of education or treatment to perform for the individual child who has faced many problems in growing up, and has been considered "delinquent."

The child needs to feel the satisfaction of success in the achievement of goals that have value and meaning to him, and in the realization that he is making progress. He needs to feel the satisfaction of physical comfort and physical well-being. The child needs to learn to accept and respect authority and the limitations of social institutions.

In short the child needs to feel that he is a person with a job to do, and a place to fill in society, and this is done through counseling.

Moral and Religious Training: Early Christian training builds in a child a reverence for God and a conscious regard for moral principles. In order that each boy may experience the satisfaction that comes as a result of Christian living, he must learn about Christ's way of life and what He expects of His followers. This knowledge can be gained through the study of the Bible in the Sabbath School held each Sunday, in worship services, in weekly prayer services, in special programs on which he participates, and in his relationships with others.

The staff members are active in the Sabbath School and religious services. They encourage the students to participate in the religious programs and discussions. Their response is surprisingly gratifying.

Group Living: Since the individuals come to training schools as the result of insecurity or conflicts in broken or unhappy homes, the school faces a real challenge in helping them to appreciate what a happy, satisfying home can be, and to acquire some of the skills contributing to congenial group living.

The boys are taught to live together as a large family. Most of our activities are designed for boys as a group. Group living is stressed throughout the campus. The solution to their growing problems of family conflicts can be ironed out by their growing in the appreciation and understanding of successful group living.

Personal Hygiene and Grooming: In every phase of personal hygiene, cleanliness is stressed over and over again. The boys at Morrison are constantly taught habits of cleanliness.

Under our program of personal hygiene the child is taught to wash his hands and bathe himself, to brush his hair and teeth properly; to keep his shoes polished; to keep his clothing clean; and to perform the necessary duties in becoming a well-groomed individual.

Informal discussions about personal cleanliness and grooming are carried out daily. The boys are taught to influence others by setting good examples of personal cleanliness.

Housekeeping: Housekeeping is not just cleanliness but cleanliness and orderliness. At Morrison Training School we attempt to instill in our boys the importance of cleanliness and orderliness of the cottages and other buildings and the grounds.

Each boy on arrival is taught to make his bed, arrange his clothing, shoes, other personal items, and is trained in the importance of uniformity and general appearance.

We attempt to instill within each boy a sense of pride for the cottage in which he lives and for other cottages, buildings and grounds.

Cottages are checked weekly and the cottage maintaining the highest average for the month is rewarded by a trip to the movies in Southern Pines, North Carolina. The minimum standard for cleanliness is 90 points out of a possible 100 points.

Each boy in a cottage is assigned a specific housekeeping duty in his cottage and special boys are assigned as cottage cleaners for a period of six months during which time they receive training in the proper way to clean, and the use of various cleaning equipment and materials.

We believe that helping care for the place in which they live has positive values for our boys, and keeping the premises neat and clean, reduces deterioration, protects health, and makes for a more pleasant atmosphere in which to work and live.

GENERAL SERVICES

Food Service: One of the most important departments of our institution is the food service department. To us it is an educational center and not just a place to provide adequate food. The basic consideration at Morrison Training School is the normal growth of each boy. To reach this goal, the first need is to meet the nutritional requirements. We try to meet this need with well-prepared and well-balanced meals. Milk, an important nutritional food supplement, is served daily to our boys. With machinery for making ice cream, various ice desserts and beverages are served, making the meals more appetizing.

With the assistance of food service personnel and cottage parents, our boys are taught table manners, grace, and the importance of eating well-balanced meals.

The food service department also serves as a training area. Boys are taught to wait on tables, baking and preparing meals. With the completion of the renovation of this department, other areas of training will be available to our boys which will be beneficial to them in seeking future employment.

Psychological and Social Services: The Special Education teacher has had some training in psychological testing and works with our state psychologist in providing the institution with a testing program.

The Psychological Testing Program is designed with a twofold purpose at Morrison. First, to make the proper evaluation of each pupil admitted to the school; second, to share this information with the staff members with

whom the child comes in contact, thus, enabling him to form a more wholesome attitude between himself and the boy. The primary task then, is the understanding of the individual and his problems. Without this appraisal, counseling and guidance are likely to be in error.

The Wechsler Intelligence Scale for children, The Bender Visual Motor Gestalt and Drawing of the Human Figure (Personality Investigation) tests are given to each boy during his orientation period at the school. The results of these tests, along with his chronological age, school grades last attended, and achievement test scores are used as criteria in placing the boys academically and vocationally.

The Social Service Worker has broad responsibilities. He is intimately related to the entire program as one of the persons primarily responsible for the individual youngster's treatment program. His duties are divided into two major categories: first, casework duties, and, secondly, counseling services.

The important functions of the Social Service Worker are: Review records submitted by committing agencies, and evaluate significant material to be used in the orientation program. He is a key figure in the orientation program, meeting the boy on arrival, being responsible for the initial interview, interpreting the rules, and helping to establish the rehabilitation program for each student. The Social Service Worker is responsible for initiating and keeping up-to-date the "running records" of each student by the compilation of information pertinent to the student to be used at staff conferences on placement, classification, discipline, as well as recording the student's progress reports from various staff members, and community agencies, and, in general, maintaining the individual record of the student.

The Social Service Worker strives to maintain a continuing relationship with the families of the students in an effort to foster a better understanding of the varied problems, and to make improvements wherever possible. He serves as a liaison between the child and all contact with the outside community, such as visits from relatives, emergency home visits, vacation visits, communicating with other social agencies concerned with the student, and communicating with parents.

Whenever possible, the Social Service Worker has planned series of interviews with students, aimed at improving his adjustment through the development of more wholesome attitudes, and guided by his specific needs. He is available to students at any time in accordance with the policy of the school. He serves as a consultant to staff members in their dealing with the students, both informally and at staff conferences in helping them to become more aware of the needs of the students in such matters as placement, discipline, and readiness for release.

Medical Care: The general health of our boys has been excellent. Our medical services are under the direction of Dr. E. Zeno Edwards and the resident nurse. The physician makes bi-weekly visits to the school and is available for emergencies.

The dental clinic held annually under the direction of Dr. J. H. Barnhill of the State Oral Hygiene Department, serves each boy according to his individual needs and recommends whatever care should be followed thereafter. Dr. J. M. Stubbs, of Rockingham serves the boys who enter after the clinic is over, or who have dental emergencies.

The Moore Memorial Hospital and Scotland County Memorial Hospital have cared for operative and accident patients.

Operation and Maintenance: There are everyday chores in connection with the upkeep and operation of the plant that boys are expected to perform as part of their training program.

All maintenance work at Morrison is done with student help under the supervision of trained and competent staff members.

There are several areas of work that students may gain experiences, such as plumbing, heating, electrical, refrigeration, carpentry, painting, appliance, mechanics, masonry, and operation of boilers.

All maintenance work is carried out under rigid supervision and all jobs must conform at least to the minimum standard as set forth by the building code of North Carolina covering this work.

We feel that institutional maintenance is an important training area, because of the variety of the experiences to be gained which can be useful to our boys as home mechanics and in future employment.

Permanent Improvement. We are still faced with the problem of inadequate facilities because of the still increasing population and the increase in the number of young boys who must remain here longer periods of time. Our housing facilities are inadequate to properly house the number of boys we have, classroom space is critical and other areas are overcrowded.

During this biennium we were able to occupy a new building with a capacity of 60 boys which is used as an honor cottage, equipped with individual lockers, dressers and living room furniture.

Money was appropriated during this biennium for two new cottages to house a total of 75 boys. During August of 1958 the ground was broken and foundations poured. It is our hope that these cottages will help toward solving our housing problems.

Our food service department is in the process of being renovated, with the plans calling for increased dining area for the boys, modern steam cooking equipment, a bakery, steam tables for serving, a boiler to furnish steam for cooking and heat, and a new wing for staff dining. We look forward to the completion of this project in the very near future so that better efficiency in the kitchen can be realized.

Farm Operations: The overall purpose of the school farm is to serve as a training center for boys, and to produce a portion of the agricultural products consumed by the school population. The farm experiences develop in the student proficiency in farm practices, skills that can be transferred to other industries and knowledge that ability to produce farm commodities in quantity and quality so necessary to our well-being.

The farm is divided into seven major enterprises: dairying, swine production, general farming, gardening, poultry production, food conservation, and farm mechanics.

Farm mechanic experiences are obtained in all areas of farm work because all units require some maintenance. Specifically students are trained to operate all horse drawn and tractor drawn equipment and make adjustments, and repairs to this equipment.

The general farm program offers rich experiences in farm living and planning.

Acknowledgments: To His Excellency, Governor Luther H. Hodges, The Budget Bureau, The Division of Purchase and Contract, The Chairman and Members of the Correction Board, The State and County Welfare Departments, The Advisory Board, and the citizens of our great Commonwealth, I am profoundly grateful for the support and understanding given to Morrison this biennium.

For the cooperation and willing assistance given by the staff members, especially during the time when their number was inadequate and hours long, I am deeply indebted. Such loyalty and dedication deserves my sincere commendation.

To Mr. Blaine M. Madison, Commissioner of Correction, no words of mine can reveal the genuine concern you have shown in planning the entire program of all the correctional schools regarding with sustained comprehension each individual program. For this I shall be always fervently appreciative. May God grant you many years in the service of the youth in North Carolina.

Sincerely yours,

P. R. Brown, Superintendent

PERSONNEL

Name	Classification	Date Of Employment
ADMINISTRATION		
P. R. Brown	Superintendent	4-1-44
Hosea C. Brower	Social Service Worker	8-15-53
Robert E. Edwards	Accounting Clerk	7-16-51
Ethel R. Ford	Typist Clerk	2-24-58
Herbert E. Foy	Supply Custodian	4-30-56
Rosa L. McKoy	Stenographer	10-1-58
INSTRUCTION		
Josephine S. Brown	Principal	9-1-44
Pecolia Brunson	Teacher-Academic	9-2-57
Lauraellen W. Douglass	Teacher-Academic	9-1-44
Flora M. Hasty	Teacher-Academic	9-1-55
Joycelyn D. Mitchell	Teacher-Academic	6-1-50
Troy J. Moore	Teacher-Academic	9-4-57
Edna R. Scriven	Teacher-Academic	9-1-54
Tyger R. Scriven	Teacher-Academic	9-1-54
Dorothy B. Shaw	Teacher-Academic	9-15-46
Clarice H. Williams	Teacher-Academic	7-1-51
Evelyn T. Windley	Teacher-Academic	7-19-48
Lorenzo Balsley	Teacher-Recreation	6-23-43
Emanuel S. Douglass	Teacher-Vocational	6-1-48
Johnnyson P. Jones	Teacher-Vocational	9-1-57
William R. Windley	Teacher-Vocational	9-1-49
CUSTODIAL		
James L. Evans	Food Server Supervisor	9-1-57
Viola Goodwin	Cook	9-1-50
Annie M. Hailey	Cook	8-23-44
Arlene P. McCrimmon	Cook	3-6-45
Joseph M. Thompson	Head Counselor	12-8-52
Frank T. Boyd	Counselor	7-1-57
Henry W. Isaac	Counselor	3-1-54
James H. Justice	Counselor	7-16-55
Foster Moody	Counselor	4-3-53
Nathaniel H. Thomas	Counselor	5-6-56
Leo Williams	Counselor	7-1-51
Mary L. Boyd	Assistant Counselor	11-15-57
Dorothy C. Brower	Assistant Counselor	7-1-53
Blanche W. Houston	Assistant Counselor	2-1-58
Ila D. Stanback	Assistant Counselor	9-1-51
Jessie C. Thomas	Assistant Counselor	4-26-58

Personnel—continued

Never M. Thompson	Assistant Counselor	4-1-58
Sallie C. Carew	Practical Nurse	8-1-49
Herman Little	Trades Supervisor	9-16-52

AGRICULTURE

Richard L. Jones, Jr.	Acting Farm Supervisor	9-1-56
David L. Galbreath	Dairy Herdsman	3-13-58
Leroy Goodwin	Farm Foreman	4-19-54
Raymond Hailey	Farm Foreman	8-23-44
Harvey L. Hart	Farm Foreman	5-1-53
Thomas C. Leak	Farm Foreman	3-5-57

OPERATION AND MAINTENANCE

Lee A. Tyner	Maintenance Man	12-10-51
Gordon W. Tomlinson	Maintenance Man	12-1-57

GENERAL INFORMATION

Capital Assets	\$1,178,329
Capital Improvements Appropriation for the 1957-59 Biennium :	
1. One Cottage and one Dormitory	\$ 210,000
2. Equipment	6,000
3. Expansion and Renovation of Cafeteria	90,000
Total Appropriation	\$ 306,000

BUDGET

For the Two Years Ended June 30, 1958

	Year Ended June, 1957	Year Ended June, 1958
Total Requirements	374,866	326,839
Less: Receipts	18,105	46,722
Appropriation	356,761	280,117
Cost per Capita:		
All Sources	1,499	1,307
Own Receipts	72	186
Appropriation	1,427	1,121
Summary by Purposes:		
I. - Administration	17,665	26,673
II. - Instruction	61,272	70,872
III. - Custodial Care	95,681	119,181
IV. - Agriculture	41,276	51,958
V. - Operation and Maintenance	27,492	32,635
VI. - Additions and Betterments	130,147	24,917
Merit Salary Increments	1,333	68
Workmen's Compensation		535
Totals	374,866	326,839

MOVEMENT OF POPULATION

	Year Ended June 30, 1957	Year Ended June 30, 1958
On Roll First of Year -----	228	252
ADMISSIONS		
Received from Courts -----	171	198
Returned from Conditional Release -----	19	21
Runaways Returned -----	5	11
Transferred from Other Institutions -----	0	0
Other Admissions -----	0	0
Total Admissions -----	195	230
On Roll and Admissions -----	195	230
SEPARATIONS		
Discharged without Conditional Release -----	23	17
Conditionally Released -----	129	157
Runaways -----	19	23
Transferred to Other Institutions -----	(9)	(5)
Other Separations -----	(3)	2
Total Separations -----	171	199
Population End of Year -----	252	283
Average Population for the Year -----	254	288
Average Age of Students -----	13.5	13.7
Average Length of Enrollment -----	16.6 mos.	17.5 mos

Parental Status of Students in Institution at End of the Year

	Year Ended June 30, 1957	Year Ended June 30, 1958
Parents living together -----	67	71
Parents separated -----	50	38
Parents divorced -----	2	1
Step-Father -----	0	0
Step-Mother -----	0	0
Father deceased -----	11	20
Mother deceased -----	9	18
Orphans -----	10	9
Foster Parents -----	0	0
Illegitimate -----	41	62

AGE AND GRADE CLASSIFICATION

SCHOOL YEAR 1956-57

Age	Grades									Total
	Special Education	5	6	7	8	9	10	11	12	
10	1									1
11	4	4								8
12	10	10	8							28
13	17	11	12	2		1				43
14	10	10	9	12	2	3				46
15	4	3	15	15	13	7	5	2		64
16	4	5	5	12	15	13	4	3		61
17			3	5	5	0	2	3		18
18					1	5		2		8
Total	50	43	52	46	36	29	11	10		277

SCHOOL YEAR 1957-58

Age	Grades									Total
	Special Education	5	6	7	8	9	10	11	12	
10	3	2								5
11	10	12	2							24
12	17	9	4		1					31
13	16	8	16	4	3		1			48
14	12	5	10	13	10	6	7	2		65
15	21	3	14	16	19	24	10	2		109
16	8	1	7	19	8	19	5	3		70
17		1	1	9	2	5	1	1		20
18	1			1						2
Total	88	41	54	62	43	54	24	8		374

DISTRIBUTION OF POPULATION BY COUNTIES

County	1956	Year Ended June 30, 1957			Year Ended June 30, 1958		
	Total June 30	Admissions During Year	Released During Year	Total June 30	Admissions During Year	Released During Year	Total June 30
Alamance	0	0	0	0	1	0	1
Anson	2	0	2	0	5	0	5
Avery	0	0	0	0	1	0	1
Beaufort	5	2	3	4	2	3	3
Bertie	1	0	0	1	0	1	0
Bladen	0	3	0	3	0	1	2
Buncombe	5	4	3	6	1	6	1
Burke	0	1	0	1	0	0	1
Cabarrus	1	5	1	5	3	4	4
Caldwell	1	2	3	0	2	1	1
Camden	0	1	1	0	0	0	0
Carteret	2	0	0	2	1	2	1
Caswell	1	0	0	1	0	1	0
Catawba	2	0	2	0	2	1	1
Chatham	2	1	1	2	0	2	0
Chowan	2	2	2	2	0	0	2
Cleveland	4	2	4	2	0	0	2
Columbus	3	2	2	3	6	2	7
Craven	4	1	1	4	8	5	7
Cumberland	6	11	5	12	14	11	15
Dare	0	0	0	0	1	0	1
Davidson	1	4	1	4	1	1	4
Davie	0	1	0	1	0	1	0
Duplin	2	0	1	1	0	1	0
Durham	6	6	4	8	11	7	12
Edgecombe	5	7	2	10	2	3	9
Forsyth	14	8	9	13	18	15	16
Franklin	0	1	0	1	1	0	2
Gaston	5	1	4	2	4	4	2
Granville	1	2	1	2	0	1	1
Greene	0	1	0	1	1	0	2
Guilford	14	16	14	16	14	14	16
Halifax	6	3	4	5	4	4	5
Harnett	4	3	6	1	3	0	4
Henderson	0	1	0	1	1	0	2
Hertford	3	0	1	2	2	3	1
Hoke	1	2	1	2	0	1	1
Hyde	0	1	0	1	0	0	1

DISTRIBUTION OF POPULATION BY COUNTIES

County	1956	Year Ended June 30, 1957			Year Ended June 30, 1958		
	Total June 30	Admissions During Year	Released During Year	Total June 30	Admissions During Year	Released During Year	Total June 30
Iredell	2	1	1	2	5	2	5
Johnston	4	4	2	6	2	4	4
Lee	1	6	3	4	1	2	3
Lenoir	6	3	6	3	4	3	4
Lincoln	1	1	1	1	0	1	0
Martin	2	4	1	5	2	2	5
Mecklenburg	25	22	18	29	28	27	30
Moore	3	4	5	2	0	0	2
Nash	3	6	4	5	2	4	3
New Hanover	6	2	4	4	5	2	7
Northampton	0	2	0	2	1	2	1
Onslow	1	2	2	1	3	2	2
Orange	5	2	3	4	0	4	0
Pasquotank	2	1	1	2	2	1	3
Perquimans	2	0	0	2	0	2	0
Person	0	0	0	0	1	0	1
Pitt	3	1	2	2	5	2	5
Polk	0	2	0	2	0	1	1
Randolph	2	0	1	1	1	1	1
Richmond	1	2	1	2	3	0	5
Robeson	5	6	3	8	11	7	12
Rockingham	5	1	5	1	2	1	2
Rowan	4	4	4	4	5	4	5
Rutherford	5	3	4	4	3	1	6
Sampson	3	2	2	3	1	3	1
Scotland	1	1	1	1	3	0	4
Stanley	0	2	0	2	1	0	3
Surry	0	0	0	0	1	0	1
Transylvania	1	1	1	1	0	0	1
Tyrell	0	0	0	0	1	0	1
Union	0	1	0	1	1	1	1
Vance	2	3	1	4	0	2	2
Wake	18	7	12	13	17	12	18
Washington	4	0	0	4	0	4	0
Wayne	2	3	2	3	3	1	5
Wilson	6	2	3	5	7	6	6
Totals	228	195	171	252	230	199	283

STATE HOME AND INDUSTRIAL SCHOOL

EAGLE SPRINGS, NORTH CAROLINA

Mr. Blaine M. Madison
Commissioner of Correction
Raleigh, North Carolina

Dear Mr. Madison:

It gives me pleasure to submit to you the biennial report of the State Home and Industrial School for Girls.

INSTRUCTIONAL

During the biennium just completed each student has been enrolled in academic classes four hours per day. For the remainder of the school day each student has been either enrolled in vocational classes or has been engaged in supervised recreation and departmental assignments. Within this general framework a program for the individual student has been arranged, taking into account the individual ability of the student.

The academic school is in session for ten months under the direction of the Principal-Assistant Superintendent, Mr. John L. Parrish. In addition to the Principal, seven instructors are employed for the academic school, all of whom are properly certified and well-trained teachers.

Regular classes from Grade 7 through Grade 12 are taught. All students classified below Grade 7 are enrolled in Special Education classes, in which special attention is given to the specific needs of individual students. Emphasis is placed on the subjects in which the students need help.

At present the academic school building and equipment seem adequate for our educational needs, but certain additional supplies would indeed be helpful. Our audio-visual equipment is limited to two 16 mm. projectors. We plan to add a slide projector to this equipment. Adequate maps, reference books and dictionaries are available.

An interesting and valuable part of the curriculum in the academic school is the program in music. One teacher is employed to teach public school music. All of the girls take part in the music program and special attention is devoted to those who show musical talent. The girls are trained in various choral groups, and they perform regularly at school and church functions. The musical program is very popular with the girls.

Typing is taught to the students in Grades 10, 11, and 12. A concentrat-

ed program of business training, including typing, math, business English, and bookkeeping was given to a selected group during the summer months. This proved to be a successful and valuable experience for the girls who were able to participate.

We believe we have a sound program in our academic school. The students are responding to the program and the teachers are satisfied with their progress.

The vocational school is a part of our regular school program. The students are enrolled in the vocational courses in addition to their academic classes. The courses offered are sewing, weaving, arts and crafts, homemaking, cooking, home nursing and laundering. Each class is conducted by an instructor with special preparation in her field. The entire program is planned to give the student a well-rounded education in the arts of homemaking. The girls learn to plan, cook and serve meals. Also they gain experience in the work of a waitress, which will later be valuable to some who may follow this vocation. The girls learn to care for equipment in the kitchens and dining rooms, and they are taught the importance of cleanliness.

In sewing the girls begin by learning to sew simple seams and to know the parts of a sewing machine. Gradually they progress to the making of complete garments. As they advance in this department they are taught essentials of good grooming -- the selection of proper and suitable clothing and the care of clothing. This, we feel, is a very practical and satisfying part of our educational program.

Our recreational program is under the direction of Miss Cora Belle Donaldson, a person well-trained in the area of physical education. Miss Donaldson is now developing a program of recreation which is especially suited for a correctional institution. She has also organized a scout unit. Twenty-one scouts are now in residence and are enjoying the scouting programs. Emphasis is being placed on good posture and corrective exercises and a special class has been planned for this group. Regular classes are scheduled for recreation and physical education for all students. Intramural games and contests are being conducted for the enjoyment of the student body.

COTTAGE LIFE

Cottage life is one of the most important parts of the institutional program. Since this is where the student lives, it is important that this phase of the program be well-planned and integrated with the overall institutional program.

Counseling is important in the cottage. Special efforts are made to see that each student has access to a staff or cottage counselor who can understand and discuss their problems and offer sound advice. We attempt to have a varied program in the cottage to prevent monotony and yet give the students an opportunity to relax. The time spent in the living unit seems to be the best opportunity for the student to feel free and relaxed.

Moral and religious training are stressed in the cottage and throughout

the institution. Each day begins with a short devotional program by the girls in each of the five living units. All girls participate in this under the supervision of the cottage counselor. The Sunday School lesson is studied in the cottage setting and each cottage alternates in assisting with the Sunday morning Sunday School in the chapel. This program is under the supervision of the counselor or head counselor of the cottage. All students attend church services on Sunday afternoon in the chapel. Different ministers representing the various protestant denominations conduct the services. The choir has special music for the service. The students attend church by choice and look forward to the service.

Our cottage system offers an excellent opportunity for group living. Here the students must learn to live together. They learn to respect the rights of others and to work for the common good of the group. They have an opportunity to develop social graces and good habits in personal hygiene and to get along with others in the routine cottage life.

Personal hygiene and good health rules are emphasized both by the resident nurse and the cottage personnel. Much attention is paid to good grooming, personal hygiene, care of clothing, and general physical well-being. We believe the personal habits the students form will go with them when they leave the institution.

Housekeeping is a natural field of interest for girls and we attempt to teach each girl the most important features of good housekeeping. For example, each student learns and is required to make her bed according to acceptable standards. She also must keep a clean and orderly room. In addition she is expected to assume regular housekeeping duties in her living unit.

Closely related to the homemaking program is the laundry work. The laundry is operated like a commercial laundry. The girls learn this operation as they do the laundry for the institution. This department is well supervised and the students have an excellent opportunity in this field.

GENERAL SERVICES

Food Service: Each of the five cottages has a kitchen and dining room. The food supplies are issued from the central storage house to these five units on a daily and weekly basis. A uniform menu is used throughout the institution. The food is prepared by the students under the supervision of a staff member. The kitchen and dinning room is an ideal laboratory for the girls to learn proper preparation and serving of food. Assignment to work as a cook is one of the vocational subjects offered. Nearly all students while at Samarcand have an opportunity to work in a kitchen. Waitress work is also used as a training opportunity. The students learn to set a table properly and serve a meal in an acceptable way. Each day a well balanced and varied menu is offered.

Psychological Service: The psychological services are directed by personnel from the Board of Correction and Training. The institution has one person for social and psychological work. Her work includes routinely testing

newly admitted girls, counseling students in need of special counseling, supervising family visits and making progress reports.

Medical Care: The medical care program has continued efficiently under the direction of Dr. J. P. Bowen. Miss Ora Lee Shorter, the resident nurse, works under his direction. Efforts are made to correct any physical defects which the student may have.

Farm: The farm has been operated efficiently. Good management on the part of the farm supervisor has resulted in good production of the dairy, swine and general farming. The students work in the gardens, care for the poultry and gather and conserve vegetables. Canning is a useful part of our training program. The girls also learn about the care of milk. They pasteurize and bottle the milk and, under supervision, care for the storage and issuing of food. The students have enjoyed participating in the farming program and in many cases the outdoor work has been an excellent therapy measure.

Maintenance and Operation of Plant: The physical plant has also been maintained and operated efficiently. Special efforts have been made by the maintenance personnel to keep the buildings and equipment properly repaired and painted. All boilers have been inspected and approved for use. The water purification plant has been reactivated and is working efficiently. Two new chicken houses have been built and give adequate facilities for our poultry operation. Repairs have been made on Tufts, a former dormitory, to make it serviceable for recreation until better facilities can be obtained. In general, the maintenance and operation of the plant is in good condition.

In closing I wish to express appreciation to our staff, to the Commissioner of Correction, to our Board of Correction and Training, the Department of Welfare and all other agencies and friends who have shown interest and contributed to the progress of our program during the biennium.

Respectfully submitted,

(Miss) Reva Mitchell,
Superintendent

PERSONNEL

Name	Classification	Date Of Employment
ADMINISTRATION		
Reva Mitchell	Superintendent	8-1-32
Sarah Dunlap	Accounting Clerk	11-1-43
Edna K. Cole	Typist Clerk	1-16-56
Elaine Moore	Stenographer Clerk	3-4-57
Eleanor R. Blakley	Stock Clerk	12-16-56
INSTRUCTION		
John L. Parrish	Principal-Asst. Supt.	8-21-57
Blennie B. Burkholder	Teacher-Academic	9-14-45
Mildred R. McKeithen	Teacher-Academic	9-3-56
Alberta Monroe	Teacher-Academic	9-3-56
Alice S. Smith	Teacher-Academic	8-16-48
Ethel Spears	Teacher-Academic	8-24-49
Lillian M. Wolfe	Teacher-Academic	9-12-55
Winifred C. Burdette	Teacher-Academic	9-1-48
Jane M. Boyd	Teacher-Vocational	1-27-58
Lula H. Eatmon	Teacher-Vocational	12-1-54
Della B. Morgan	Teacher-Vocational	9-12-55
Cora Donaldson	Teacher-Recreation	8-1-57
CUSTODIAL		
Doris Cameron	Food Service	12-15-52
Mittie D. Flowers	Food Service	3-18-57
Kate G. McGowan	Food Service	1-7-56
Lenna R. Cameron	Food Service	12-6-57
Connie G. Cameron	Food Service	4-15-48
Mildred S. Cress	Counselor	9-1-50
Lillie H. Parker	Counselor	12-16-49
Eunice L. Williams	Counselor	5-15-57
Drexel S. Webb	Counselor	6-1-58
Edith Markham	Trades Supervisor	7-16-41
Ora Shorter	Nurse	1-29-58
AGRICULTURE		
John C. Stewart	Farm Supervisor	11-27-24
Adrian C. Moore	Dairyman	3-7-36
Henry Morrison	Farm Hand	6-15-25
Lyndon W. Hall	Farm Hand	6-7-58
Richard C. Rhyne	Farm Hand	10-6-57
Julia W. Eatmon	Farm Foreman	2-3-58
OPERATION AND MAINTENANCE		
Henry V. Liles	Maintenance Man	4-15-55
Dolan Hall	Maintenance Man	8-1-56
Emmanuel Harrington	Boiler Room Fireman	12-5-54

GENERAL INFORMATION

Capital Assets ----- \$1,402,659

Capital Improvements Appropriation for the
1957-59 Biennium :

1. Dormitory ----- \$ 150,000

BUDGET

For the Two Years Ended June 30, 1958

	Year Ended June, 1957	Year Ended June, 1958
Total Requirements -----	192,827.95	219,885.87
Less : Receipts -----	369.35	13,989.06
Appropriation -----	192,458.60	205,896.81
Cost per Capita :		
All Sources -----	1,147.78	1,208.19
Own Receipts -----	2.20	76.86
Appropriation -----	1,145.58	1,131.33
Summary by Purposes :		
I. - Administration -----	13,275.87	22,015.23
II. - Instruction -----	26,365.26	49,110.27
III. - Custodial Care -----	55,190.08	73,100.53
IV. - Agriculture -----	31,363.76	34,692.33
V. - Operation and Maintenance -----	22,936.98	40,967.51
VI. - Additions and Betterments -----	43,696.00	
Totals -----	192,827.95	219,885.87

MOVEMENT OF POPULATION

	Year Ended June 30, 1957	Year Ended June 30, 1958
On Roll First of Year -----	154	160
ADMISSIONS		
Received from Courts -----	126	136
Returned from Conditional Release -----	20	25
Runaways Returned -----	0	0
Transferred from Other Institutions -----	0	0
Other Admissions -----	0	2
Total Admissions -----	146	163
On Roll and Admissions -----	300	323
SEPARATIONS		
Discharged without Conditional Release -----	10	4
Conditionally Released -----	130	122
Runaways -----	0	0
Transferred to Other Institutions -----	0	0
Other Separations -----	0	0
Total Separations -----	140	126
Population End of Year -----	160	197
Average Population for the Year -----	168	182
Average Age of Students -----	14	14
Average Length of Enrollment -----	15 mos.	15 mos.

Parental Status of Students in Institution at End of the Year

	Year Ended June 30, 1957	Year Ended June 30, 1958
Parents living together -----	59	84
Parents separated -----	27	35
Parents divorced -----	27	22
Step-Father -----	39	34
Step-Mother -----	15	10
Father deceased -----	23	33
Mother deceased -----	9	11
Orphans -----	2	3
Foster Parents -----	2	2
Illegitimate -----	18	18

AGE AND GRADE CLASSIFICATION

SCHOOL YEAR 1956-57

Age	Grades									Total
	Special Education	5	6	7	8	9	10	11	12	
10										0
11	1									1
12		3	5	3						11
13		1	3	15	6					25
14	3	2	7	15	11	10	1			49
15	1	1	2	7	9	12	6			38
16	2			1	3	8	4			18
17	2					2				4
18										0
Total	9	7	17	41	29	32	11	0	0	146

SCHOOL YEAR 1957-58

Age	Grades									Total
	Special Education	5	6	7	8	9	10	11	12	
10	3									3
11		1								1
12			4	4	2					10
13	2	2	4	17	3	1				29
14	2	2	5	12	19	11				51
15	3	1		7	14	22	4			51
16	4			2	2	1	2	2		13
17				1					2	5
18										0
Total	14	6	13	43	40	35	8	2	2	163

DISTRIBUTION OF POPULATION BY COUNTIES

County	1956	Year Ended June 30, 1957		Year Ended June 30, 1958			
	Total June 30	Admissions During Year	Released During Year	Total June 30	Admissions During Year	Released During Year	Total June 30
Alamance	4	4	4	4	4	4	4
Alexander	1	2	1	2	0	2	0
Anson	1	0	1	0	1	0	1
Ashe	0	1	0	1	2	1	2
Avery	2	1	2	1	2	1	2
Bladen	1	1	0	2	0	1	1
Brunswick	1	0	0	1	1	1	1
Buncombe	3	10	3	10	8	10	8
Burke	1	7	1	7	3	7	3
Cabarrus	3	2	2	3	4	1	6
Caldwell	6	3	2	7	1	7	1
Carteret	4	2	4	2	2	2	2
Catawba	1	4	2	3	7	2	8
Chatham	1	2	1	2	0	1	1
Cherokee	0	1	0	1	0	1	0
Clay	0	2	0	2	2	2	2
Columbus	0	1	0	1	0	0	1
Craven	1	0	1	0	0	0	0
Cumberland	3	1	2	2	5	4	3
Davidson	3	0	1	2	3	2	3
Davie	1	0	0	1	0	1	0
Duplin	1	0	0	1	1	1	1
Durham	2	3	4	1	7	1	7
Edgecombe	0	4	1	3	0	1	2
Forsyth	6	2	6	2	7	3	6
Franklin	1	0	0	1	1	1	1
Gaston	13	5	11	7	8	8	7
Gates	0	2	2	0	0	0	0
Graham	5	2	6	1	2	0	3
Guilford	11	17	10	18	15	13	20
Halifax	3	5	4	4	1	2	3
Haywood	3	5	4	4	1	3	2
Henderson	1	2	1	2	1	1	2
Hoke	1	0	1	0	0	0	0
Iredell	1	0	1	0	5	1	4

DISTRIBUTION OF POPULATION BY COUNTIES

County	1956	Year Ended June 30, 1957		Year Ended June 30, 1958			
	Total June 30	Admissions During Year	Released During Year	Total June 30	Admissions During Year	Released During Year	Total June 30
Jackson	2	1	2	1	2	0	3
Johnston	3	1	3	1	0	1	0
Lee	3	3	3	3	6	4	5
Lenoir	1	2	0	3	0	1	2
Madison	2	0	1	1	0	1	0
Martin	0	0	0	0	2	0	2
McDowell	3	3	3	3	3	2	4
Mecklenburg	7	6	5	8	8	8	8
Montgomery	0	1	0	1	1	1	1
Moore	0	0	0	0	1	0	1
Nash	1	2	0	3	3	0	6
New Hanover	4	1	1	1	1	1	1
Onslow	0	1	0	1	0	1	0
Pasquotank	0	1	0	1	0	1	0
Person	2	0	2	0	0	0	0
Pitt	1	0	1	0	0	0	0
Randolph	0	0	0	0	2	1	1
Richmond	6	4	8	2	1	0	3
Robeson	9	1	7	3	9	4	8
Rockingham	4	3	1	3	5	2	6
Rowan	0	1	0	1	1	0	2
Rutherford	1	0	1	0	4	0	4
Sampson	0	0	0	0	2	0	2
Scotland	0	5	0	5	1	0	6
Stanly	1	1	1	1	3	1	3
Surry	2	2	2	2	0	0	2
Swain	3	1	3	1	1	0	2
Transylvania	1	3	1	3	4	3	4
Union	1	0	1	0	0	0	0
Wake	2	7	2	7	1	3	5
Wayne	6	2	6	2	4	1	5
Wilkes	2	3	1	4	1	4	1
Yadkin	2	0	1	1	2	1	2
Yancey	0	0	0	0	1	0	1
Totals	154	146	140	160	163	126	197

STATE TRAINING SCHOOL

KINSTON, NORTH CAROLINA

Mr. Blaine M. Madison,
Commissioner of Correction
Raleigh, North Carolina

Dear Mr. Madison:

The State Training School for Negro Girls welcomes again the opportunity and the privilege of submitting its seventh biennial report for the year ending June 30, 1958. We are pleased to report some progress during this period, for which we are grateful.

We wish to express at this time our sincere gratitude to our Commissioner and the Board of Correction and Training, to his honor the Governor of North Carolina, the Budget Bureau, The Department of Administration, the Advisory Budget Commission, The Advisory Board, the Commissioner and the County Departments of Public Welfare, the N. C. Federation of Women's Clubs, and all officials, organizations and friends who have contributed in any way to our welfare, progress and development during this biennium.

Our program, which is divided into three main divisions--Instructional, Cottage Life, and General Services, is carefully planned under the direction and supervision of our Commissioner and the Board of Correction and Training, with rehabilitation and the needs and total development of the children in mind. An effort is made to coordinate all learning activities to fit the needs of each child, with emphasis on "Education for Living."

INSTRUCTIONAL

ACADEMIC: Academic classes include grade levels and groups from grades one through eleven. With increased personnel and activities, our program has become increasingly more interesting or more acceptable to our children, and results have likewise been far more satisfactory. Our eighth grades have received certificates on satisfactory completion of our eighth grade at the close of our academic school year, certificates being issued on our Educational Day Program during the past biennium.

The strengthening of individual and group needs is stressed throughout our academic program, some emphasis and attention being given to Special Education when and where the need is indicated. The need for remedial reading seems evident and special attention and emphasis is given in this area of the academic program.

The need for proper use of and more library activity has been stressed also. Much improvement has been made in this phase of our program, under the supervision of a trained Teacher-librarian. The daily use of the library facility has proven both enjoyable and beneficial to the program.

Music, Dramatics and Fine Arts play important roles in the school program. They are stressed and enjoyed by all, and provide an opportunity for individual and group therapy as well as group participation beyond the school community. The school has an excellent Glee Club, which participates in local and other community activities, such as the Annual Countywide Music Festival which is sponsored by local county schools under the direction of a special Countywide School Music Committee. Aside from the pleasure derived from the group participation, this provides an opportunity and a medium through which some interpretation of our program is given, as well as good public relations and rapport between the school and the broader community.

VOCATIONAL: The vocational department includes and provides opportunities for learning in varied aspects of Homemaking under the direction of our Home Economics Teacher, with emphasis on cooking, plain sewing, clothing and child care which is coordinated with the foods and other allied phases of the program, such as laundry, farm and gardening. Simple approach to interior decorating, color and beauty inside and outside the institution, the planning, preparation and serving a well balanced meal, the making of a simple garment, and instructions in practical areas of child care are among the major areas of learning in Homemaking classes.

The laundry and its function serves a well integrated purpose. The students learn by doing under a well-trained supervisor. Individual hand washing and the mechanics and operation of laundry machinery, and checking laundry in and out properly are a part of the program with splendid results.

BEAUTY CULTURE: The Beauty Clinic is a special but necessary part of our program, sponsored as a special project by the school through friends. It is a good therapy and is especially needed in a girls' training school for the following reasons: (1) Improvement of personal appearance as well as personal hygiene. (2) It is a good livelihood and serves basically as a potential for good citizenship. (3) It is assurance of subsequent employment when and if the necessary requirements are met.

ARTS AND CRAFTS DEPARTMENT: The Arts and Crafts Department does an excellent job in the areas of Ceramics, handicrafts and chair caning. Some girls who do not respond well to academic work as well as those who do respond well have benefited greatly and made noticeable progress in this department.

During the past biennium a kiln has been purchased and special emphasis and unusual progress has been made in the area of Ceramics, under the supervision of the crafts teacher who has specialized in this phase of work and also trained in and directs the Religious Education in the school. With adequate

facilities for expansion there are indications of continued growth with unlimited possibilities in this phase of the program. Encouragement and commendation have been given by the local newspaper and friends of the school.

RECREATIONAL: The recreational program is coordinated and well integrated into every phase of the institutional program. It is under the direction of a capable supervisor and serves to enrich the mental and physical health, personal hygiene and recreational activities throughout the institution. It includes quiet and active games, competitive sports, relays, free play, hikes, field trips, T. V., movies, club organization, reading for fun, community singing, dramatics, and all constructive recreational activities. Recreation is most important in a Girls' Correctional School.

COTTAGE LIFE

The cottage, which is the basic living unit of the school, provides in addition to home life, wholesome group life experience, along with individual treatment and training through counseling and other services necessary for preparation for more satisfactory and acceptable adjustment and living in their own or other communities. Each phase of cottage life--Counseling, Moral and Religious Training, Group Living, Personal Hygiene, and Housekeeping, play a basic and an important role in the rehabilitation of each child, which cannot be substituted by any other part of the program. Cottage life must be coordinated with all other phases of the institutional program for effective results. Cottage life should be meaningful and serve as much as is feasible as a desirable home during the child's stay in the institution. Here the child must be able to feel at home, relax and have a sense of belonging and security. The cottage life must provide a setting for development of each child's individuality and personality, necessary privacy as well as group therapy and group participation when the need is evident.

COUNSELING: The parents in the home, particularly the mother, set the pace and create the "climate" of the home. The counselors likewise in the institutional setting serve in lieu of and as desirable parents through adequate counseling, supervision and training individually and groupwise as is necessary. The counselors in addition to supervision of the housekeeping duties and cottage work, supervise leisure time and other necessary activities in their cottage and home life program, as is related to the needs of the girls under their supervision. Emphasis is placed on creative activity, beauty of surroundings, resource use of available materials, organization, disciplines, individuality, etc.

MORAL AND RELIGIOUS TRAINING: Counselors are responsible for motivation, inspiration and development of moral and religious training in the cottage life--the value and meaning of prayer, devotions, music, Christian living, and application of the golden rule in daily living, etc.

GROUP LIVING: Pertinent in any setting for group life, there must be organization, controls, and discipline which assure authoritatively helping rather than angrily punishing. This can be interpreted through effective

organization and counseling, individual and group participation, effective Cottage Councils, in which the cottage population functions primarily but accepts the Cottage Counselor as an advisor. This has been most helpful with our students. Each cottage has its own organization with weekly meetings and a periodic meeting of all groups for discussion and suggestions.

Personal hygiene and grooming are recognized as very important in the total program.

Housekeeping is tied in with the total cottage life program, and it is difficult to think of an effective cottage life without all that goes into good housekeeping, with each child taking an active part willingly.

GENERAL SERVICES

FOOD SERVICE: Every girl should welcome new ways to make cooking enjoyable and palatable, and should feel a glow of satisfaction when folks love her cooking. With this theme in mind, the Foods Service Personnel at Dobbs Farm aims toward a program designed to meet the needs of its students in on-the-job training. A trained Dietitian has general supervision of the department, and two experienced supervisors make up the department staff. A group of girls are assigned to this department (kitchen and dining room areas) periodically to learn how to do the actual preparation and serving of food for the entire school. Emphasis is placed on training in all phases of food service. Small and quantitative cookery, and sanitation are also stressed in our training, along with other necessities for enjoyment and subsequent employment. We feel that we are meeting the needs of the girl for future work after she leaves the school. During this period of training, girls acquire pride, high morale, and job satisfaction.

PSYCHOLOGICAL AND SOCIAL SERVICES: The Psychological and Social Service Supervisor shares services, which prove helpful in our program. We are looking forward to increased population, and a social service worker in the future.

MEDICAL CARE: Necessary attention is given the medical and dental care of each student, under the supervision of a visiting physician and a resident nurse. Routine examinations, recommendation and treatment are followed through for every student upon admission. The physician makes periodic weekly visits and any additional visit which may be necessary. The health and welfare of every child are considered major needs and are given necessary priority to minor needs.

OPERATION AND MAINTENANCE: The Operation and Maintenance of the school are taken care of by two capable and experienced employees, who are conscientious and do a good job.

The girls cared for the lawns, primarily as a project during the summer. Their contribution was well worthwhile. It afforded them training, constructive activity and the satisfaction of a job well done, which added beauty to our campus.

PERMANENT IMPROVEMENT: No permanent improvement was added to our program during this biennium.

FARM OPERATION: The farm operation has improved greatly during the past year, due primarily to the purchase of a new tractor with necessary equipment for varied needs. Produce for table use has improved and increased, along with desirable training for our girls. A generous amount of fresh foods have been made and utilized for daily table use and by processing for future use, which the girls have enjoyed. Pork, poultry, and eggs have been included in the farm operation, all of which have been assets to the food service as they cut the cost of food which would have been purchased necessarily otherwise.

The farm personnel and the girls have worked conscientiously and well as always. They have enjoyed their work and the training it provided. The entire farm operation has been rewarding and profitable from all angles.

Again we wish to express our deep appreciation for the opportunity to have rendered service in this capacity during the past biennium.

Respectfully submitted,

(Miss) Mae D. Holmes
Superintendent

PERSONNEL

Name	Classification	Date Of Employment
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ADMINISTRATION

Mae D. Holmes	Superintendent	7-1-44
Hubert L. Fitts	Accounting Clerk	5-31-58
Ethel Ruth Parker	Stenographer Clerk	11-1-55

INSTRUCTION

Blanche G. Reid	Principal	9-1-44
Cora W. Artis	Teacher-Academic	9-1-57
Esther M. Atwater	Teacher-Academic	9-23-57
Hester J. Smith	Teacher-Academic	1-20-58
Cora P. Patterson	Teacher-Recreation	6-1-54
Laura L. Edwards	Teacher-Vocational	5-18-53
Vonnie C. Gore	Teacher-Vocational	9-1-57

CUSTODIAL CARE

Marie G. Bryan	Dietitian	3-11-55
Ella M. Jarmon	Food Server Supervisor	3-19-56
Marie A. Roland	Cafeteria Assistant	10-1-57
Leona R. Barnes	Counselor	9-1-55
Anna M. Winston	Counselor	6-18-57
Dorothy T. Brinson	Counselor	6-1-56
Irene Roberts	Farm Foreman	6-23-58
Daisy E. Harrington	Trades Supervisor	2-1-54
Josephine E. Williams	Practical Nurse	11-11-51

AGRICULTURE

Wilbert L. Warren	Farm Foreman	3-7-48
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OPERATION AND MAINTENANCE

Eddie A. Brower	Maintenance Man	10-1-57
Zebidee Whitfield	Maintenance Man	2-1-56

GENERAL INFORMATION

Capital Assets ----- \$744,763

Capital Improvement Appropriation for the
1957-59 Biennium :

1. Cottage for 25 girls with Equipment ----- \$ 80,000

BUDGET

For the Two Years Ended June 30, 1958

	Year Ended June, 1957	Year Ended June, 1958
Total Requirements -----	109,887.00	130,776.49
Less: Receipts -----		10,401.68
Appropriation -----	109,887.00	120,374.81
Cost per Capita:		
All Sources -----	1,365.06	1,538.51
Own Receipts -----		122.37
Appropriation -----	1,365.06	1,416.14
Summary by Purposes:		
I. - Administration -----	11,746.24	14,568.03
II. - Instruction -----	15,753.94	29,112.62
III. - Custodial Care -----	55,356.33	52,226.62
IV. - Agriculture -----		9,542.63
V. - Operation and Maintenance -----	27,029.49	19,874.36
VI. - Additions and Betterments -----		5,452.34
Totals -----	109,887.00	130,776.49

MOVEMENT OF POPULATION

	Year Ended June 30, 1957	Year Ended June 30, 1958
On Roll First of Year -----	85	80
ADMISSIONS		
Received from Courts -----	31	52
Returned from Conditional Release ----	1	1
Runaways Returned -----	1	1
Transferred from Other Institutions ----		1
Other Admissions -----		
Total Admissions -----	33	55
On Roll and Admissions -----	118	135
SEPARATIONS		
Discharged without Conditional Release ..	4	1
Conditionally Released -----	31	38
Runaways -----	3	5
Transferred to Other Institutions ----		3
Other Separations -----		
Total Separations -----	38	47
Population End of Year -----	80	88
Average Population for the Year -----	78	85
Average Age of Students -----	14	15
Average Length of Enrollment -----	19 Mos.	18 Mos.

Parental Status of Students in Institution at End of the Year

	Year Ended June 30, 1957	Year Ended June 30, 1958
Parents living together -----	13	14
Parents separated -----	16	16
Parents divorced -----	1	3
Step-Father -----	9	10
Step-Mother -----	1	2
Father deceased -----	11	12
Mother deceased -----	6	7
Orphans -----		
Foster Parents -----	5	1
Illegitimate -----	29	29

AGE AND GRADE CLASSIFICATION

SCHOOL YEAR 1956-57

Age	Grades									Total
	Special Education	5	6	7	8	9	10	11	12	
10										
11										
12	1		2	3						6
13	1	2	3	5	3					14
14				10	9	1				20
15	2					8	7	3		20
16	1				15					16
17						1	2	1		4
18										
Total	5	2	5	18	27	10	9	4		80

SCHOOL YEAR 1957-58

Age	Grades									Total
	Special Education	5	6	7	8	9	10	11	12	
10										
11										
12				2						2
13			4	4	4					12
14	1			6	12	1				20
15	1		2	5	10	5	1			24
16	2					8	7			17
17							6	4		10
18				1				2		3
Total	4		6	18	26	14	14	6		88

DISTRIBUTION OF POPULATION BY COUNTIES

County	1956	Year Ended June 30, 1957			Year Ended June 30, 1958		
	Total June 30	Admissions During Year	Released During Year	Total June 30	Admissions During Year	Released During Year	Total June 30
Alamance	2	0	1	1	1	0	2
Anson	0	1	0	1	0	1	0
Bladen	0	0	0	0	1	0	1
Buncombe	3	1	2	2	3	1	4
Burke	0	1	0	1	0	0	1
Cabarrus	2	0	1	1	1	1	1
Caldwell	0	0	0	0	1	0	1
Caswell	0	0	0	0	1	1	0
Catawba	1	0	0	1	0	0	1
Chowan	0	1	0	1	0	0	1
Columbus	2	0	0	2	1	1	2
Cumberland	0	2	0	2	2	1	3
Dare	1	0	1	0	0	0	0
Duplin	0	1	1	0	0	0	0
Durham	3	2	1	4	2	1	5
Edgecombe	2	3	1	4	2	2	4
Forsyth	5	1	3	3	5	2	6
Franklin	0	1	0	1	0	0	1
Gaston	1	1	0	2	2	1	3
Gates	1	0	0	1	0	0	1
Greene	2	0	1	1	0	1	0
Guilford	4	5	2	7	9	6	10
Harnett	4	0	1	3	0	3	0
Haywood	1	0	0	1	0	1	0
Henderson	2	1	2	1	2	2	1
Iredell	2	0	2	0	1	0	1
Jackson	1	0	0	1	0	1	0
Johnston	2	0	0	2	1	2	1
Lee	1	0	1	0	3	1	2
Lenoir	2	0	1	1	0	0	1
McDowell	0	0	0	0	1	0	1
Mecklenburg	4	2	2	4	4	2	6
Montgomery	0	0	0	0	1	0	1
Moore	2	0	0	2	0	2	0
Nash	1	0	0	1	0	0	1
New Hanover	2	1	1	2	0	0	2
Northampton	0	1	0	1	0	0	1
Orange	3	2	2	3	0	2	1
Pasquotank	2	0	0	2	0	2	0
Pitt	1	0	0	1	0	0	1
Randolph	1	0	0	1	0	0	1
Richmond	1	0	1	0	0	0	0
Robeson	2	1	0	3	0	1	2
Rockingham	3	0	2	1	2	1	2
Rowan	2	0	0	2	0	1	1
Rutherford	2	0	0	2	2	1	3
Sampson	3	1	3	1	2	1	2
Scotland	1	0	0	1	0	0	1
Stanly	1	0	0	1	0	1	0
Tyrell	3	0	3	0	0	0	0
Wake	5	3	3	5	4	3	6
Wayne	1	1	0	2	0	0	2
Wilson	1	0	0	1	1	1	1
Totals	85	33	38	80	55	47	88

STONEWALL JACKSON TRAINING SCHOOL

Concord, North Carolina

Mr. Blaine M. Madison
Commissioner of Correction
Raleigh, N. C.

Dear Mr. Madison:

It is my privilege to submit to you the twenty-fifth biennial report from Stonewall Jackson Training School covering the years 1956-1957 and 1957-1958.

INSTRUCTIONAL

The academic department consists of a staff of nine teachers and a principal. At the present time four teachers are holding eight special education classes for the retarded students. Grades five through eleven have been departmentalized with a specialized teacher for each of the subjects being taught. All grades are using state adopted textbooks which are kept up to date. New books have been added to the library and a new set of maps purchased.

A thorough reorganizing of the Vocational department has been effected. The trades teachers have been certified by the State Department of Public Instruction and salary adjustments made according to certificate held. The supervision of this department has been placed under the principal. The placing of this department on a professional basis has been of great help in the type of personnel which can be employed and the quality of instruction offered the students.

A full intramural program in all the major sports has been carried out under the direction of the Athletic Director. Good sportsmanship and learning to live together is stressed in all recreational activities. The Athletic Director works with the Cottage Parents in developing recreational activities for the cottages. The Summer Camping Program has been continued during the past two summers with approximately two hundred boys having had the advantage of this program each summer. This is one of the recreational highlights of the program and the boys are very responsive to it.

COTTAGE LIFE

No other department of the school has undergone such a complete change as the cottage program. For the first time in the history of the School the cottage parents can devote their full time and energies to this work. With the classification of the job as "Cottage Counselor" by the Personnel Depart-

ment, salaries and working hours have been altered to a more satisfactory schedule. Great strides have been made in helping the cottage personnel through individual counseling, group meetings and an in-service training program. They have the time to set up a more adequate cottage program and give more time to the individual boy in their care.

We continue to have our Religious Emphasis Program for the cottages during the month of January each year. Local ministers and lay leaders are invited to meet with the cottage groups during this month for a series of religious services which has meant much to the boys and the staff. The Ministerial Association of Cabarrus County continues to supply guest ministers for our Sunday Church Services, special holiday services, and counseling services to the students as the need arises. Daily devotionals are held in each cottage at the beginning of each academic school day.

We realize that the cottage placement of a student is very important in his adjustment to the school. At present we are operating fifteen cottage units with an average of twenty-three boys per cottage. Great care is used in placing the boys in a cottage with their age, size and interest group. A boy is placed with the cottage parents by the Social Services Department where it is felt that he will receive the type of supervision and help that his particular case demands. Periodic conferences are held with the boy and cottage parents to determine his progress and adjustment.

The cottage parents supervise the grooming and personal hygiene of the students. Improvements have been made in the boys' dress due to an increased appropriation for clothing needs. The cottage parents carry out the housekeeping duties with the help of the boys in their group.

GENERAL SERVICES

All meals are taken in the School cafeteria with the exception of Saturday and Sunday evening meals. These meals are prepared in the cottages, picnic style, in order to give the cafeteria staff and boys time off. With the aid of the farm products, a good quality of food can be served in a balanced menu. The position of a Dietitian has been set up for the cafeteria which will greatly improve the operation of this unit. The Bakery supplies the cafeteria with breads, cakes, pies, cookies, and other products.

With the employment of Mr. Vernon Watson as social worker we have been able to set up a Social Services Department which is more adequately meeting the needs of the students. Although the case load is very great each student is afforded conferences in helping them adjust to the program at the school and preparing them for returning to the community as good citizens. Mrs. Juanita Query administers batteries of tests to determine the boys' ability, aptitude, personality, and interests. She works closely with them and is very instrumental in their placement and adjustment. Records are kept on the progress of each student and periodic progress reports are made and copies sent to the local supervising agencies for their records.

The general health of the boys has been good. The infirmary has adequately met most of the needs for caring for the sick. The Orthopedic Hospital in Gastonia takes care of all bone fractures, and the State Oral Hygiene Department sends a dentist to the school during the summer months and at Christmas vacation. Other dental work is done by local dentists. Occasionally it is necessary to carry a student to the Cabarrus Memorial Hospital for surgery.

Until the present time we have not had listed a maintenance man as such. This work has been taken care of by the Vocational Department and our plant has remained in very good condition.

The academic school is at present undergoing a complete renovation by the carpenter shop. The floors are being refinished, ceilings and other plaster replaced where needed; the auditorium and hallways are being rewired; the interior has been repainted; and the furniture refinished. This has greatly enhanced the beauty of the building as well as made it more usable. No provisions have been made for laboratory work which is needed very badly in the science department. The boys' bathroom facilities are still inadequate. Space for arts and crafts, commercial subjects, music, and woodworking shop is needed. The architecture of the building is outmoded and fails to meet the present needs.

Twenty-seven thousand dollars has been spent on the furniture to furnish the fifteen cottages on the campus. The living room, game room, kitchenette, and bedrooms have been completely refurnished. Enough steel lockers have been added to each cottage for each boy to have adequate storage space for his personal belongings. Venetian blinds have been installed in all the cottages. This new equipment has added much to the attractiveness and comfort of the cottage.

Our farming department has experienced the greatest hardships during the past year, not only being short staffed but the weather conditions have greatly hampered our production. However, we are hoping to make enough feed to carry our livestock through the year.

Considering the program as a whole, we feel that our progress has continued and that we have completed one of the best bienniums the Training School has experienced in a long time.

The school personnel and I wish to express our deep appreciation to the Board of Correction and Training, Mr. Blaine M. Madison, and the Budget Bureau for their help in making our program possible.

Respectfully submitted,

J. Frank Scott,
Superintendent

PERSONNEL

Name	Classification	Date Of Employment
ADMINISTRATION		
J. Frank Scott	Superintendent	7-1-48
R. Vance Robertson	Assistant Superintendent	8-1-50
Mildred L. Shoe	Accountant Clerk	11-8-47
Vernon L. Watson	Social Service Worker	10-2-57
William M. White	Purchasing Officer	9-17-21
Lois R. Sherrill	Stenographer Clerk	10-24-56
Agnes L. Yarbrough	Typist Clerk	10-28-47
INSTRUCTION		
Paul W. Lentz	Principal	3-1-55
Bennie M. Troutman	Teacher-Academic	3-15-48
James F. Caldwell	Teacher-Academic	7-1-46
Rachel P. Liske	Teacher-Academic	8-2-27
Sara S. Barbee	Teacher-Academic	5-31-54
Marie Y. Stallings	Teacher-Academic	8-26-48
Warren A. Ellis	Teacher-Academic	7-15-57
Juanita N. Query	Teacher-Academic	4-1-56
Carl M. Wentz	Teacher-Academic	5-25-53
William F. Cannon	Teacher-Recreational	6-3-58
Robert L. Readling	Teacher-Vocational	7-15-53
Alpha L. Carriker	Teacher-Vocational	1-20-24
Homer D. Faggart	Teacher-Vocational	10-15-51
Howard L. Mabrey	Teacher-Vocational	9-23-57
Lloyd R. Burris	Teacher-Vocational	2-15-58
Archie V. Ritchie, Jr.	Teacher-Vocational	11-15-57
Emma E. Spears	Teacher-Vocational	12-16-44
CUSTODIAL CARE		
H. Frank Liske	Trades Supervisor	9-1-23
Joe B. Bost	Trades Supervisor	9-17-57
Mary W. Russell	Food Service Supervisor	9-22-41
Wilburn L. Ervin	Cafeteria Assistant	8-1-53
Beatrice L. Bost	Cafeteria Assistant	7-1-57
Bessie Y. Troutman	Cafeteria Assistant	3-15-48
James O. Henderson	Head Counselor	2-1-54
Adolphus P. Mann	Head Counselor	9-10-57
Sam G. Hinson	Counselor	9-11-47
James K. Peck	Counselor	4-17-45
Ross S. Hooker	Counselor	10-8-45
Harry L. Rouse	Counselor	5-15-44
Henry F. Tomkinson	Counselor	1-8-45

Personnel—continued

Name	Classification	Date Of Employment
Malcolm M. Cheek	Counselor	5-11-53
Harley J. Padgett	Counselor	11-16-57
Buford H. Hahn	Counselor	4-12-54
Calvin L. Miller, Jr.	Counselor	10-23-50
Leonard O. Parrish	Counselor	5-25-53
William E. Earnhardt	Counselor	3-15-57
Joe G. Morris	Counselor	9-7-57
John W. Huneycutt, Sr.	Counselor	5-13-58
Laura C. Cheek	Assistant Counselor	6-1-53
Joyce M. Earnhardt	Assistant Counselor	3-15-57
Jewell K. Padgett	Assistant Counselor	11-16-57
Vera H. Hahn	Assistant Counselor	5-24-56
Ona W. Henderson	Assistant Counselor	2-1-54
Wauleen G. Hinson	Assistant Counselor	9-11-47
Myrtle C. Hooker	Assistant Counselor	1-16-46
Cora H. Mann	Assistant Counselor	9-10-57
Elise H. Miller	Assistant Counselor	11-6-50
Juanita H. Morris	Assistant Counselor	9-7-57
Sallie D. Parrish	Assistant Counselor	8-1-53
Ruth B. Peck	Assistant Counselor	4-17-45
Selma M. Rouse	Assistant Counselor	5-15-44
Anna H. Tomkinson	Assistant Counselor	1-8-45
Mary A Huneycutt	Assistant Counselor	5-13-58
Joseph J. Novobilski	Trades Supervisor	9-10-54
Isabelle H. Mullis	Head Nurse	2-21-49
Helen B. Eller	Practical Nurse	8-25-52

AGRICULTURE

James L. Query	Farm Supervisor	8-2-34
James E. Auten	Dairy Herdsman	9-21-53
Robert L. Faggart	Herdsman	5-21-56
Clayton L. Mullis	Farm Foreman	2-3-49
James L. Brown	Farm Foreman	11-1-50
Paul H. Cruse	Farm Foreman	10-11-45
Fred M. VonCannon	Farm Foreman	11-4-57
Carl B. Eller	Farm Foreman	8-25-52

OPERATION AND MAINTENANCE OF PLANT

Otho R. Suther	Grounds Maintenance Man	11-4-57
John R. Davis	Watchman	8-14-56
Oscar A. Morgan	Watchman	12-23-53

GENERAL INFORMATION

Capital Assets -----	\$2,026,669
Capital Improvements Appropriation for the 1957-59 Biennium:	
1. Renovate School Building -----	\$35,000.00
2. Four Staff Units -----	\$40,000.00
3. Replace 15 Cottage Porches -----	\$15,000.00
4. Renovate Electrical Distribution System -----	\$10,000.00
Total Appropriation -----	\$100,000.00

BUDGET

For the Two Years Ended June 30, 1958

	Year Ended June, 1957	Year Ended June, 1958
Total Requirements -----	\$281,075.65	\$400,167.86
Less: Receipts -----	4,430.26	30,879.87
Appropriation -----	276,645.39	369,287.99
Cost per Capita:		
All Sources -----	912.58	1,370.44
Own Receipts -----	14.38	105.75
Appropriation -----	898.20	1,264.69
Summary by Purposes:		
I. - Administration -----	26,629.48	35,481.87
II. - Instruction -----	68,027.62	80,932.36
III. - Custodial Care -----	93,054.76	179,797.94
IV. - Agriculture -----	59,516.98	63,362.37
V. - Operation and Maintenance -----	33,846.81	40,593.32
Totals -----	281,075.65	400,167.86

MOVEMENT OF POPULATION

	Year Ended June 30, 1957	Year Ended June 30, 1958
On Roll First of Year -----	295	285
ADMISSIONS		
Received from Courts -----	215	265
Returned from Conditional Release -----	51	49
Runaways Returned -----	1	4
Transferred from Other Institutions -----	0	0
Other Admissions -----	0	0
Total Admissions -----	267	318
On Roll and Admissions -----	562	603
SEPARATIONS		
Discharged without Conditional Release -----	14	8
Conditionally Released -----	229	262
Runaways -----	32	14
Transferred to Other Institutions -----	0	0
Other Separations -----	2	0
Total Separations -----	277	284
Population End of Year -----	285	319
Average Population for the Year -----	308	292
Average Age of Students -----	14	14
Average Length of Enrollment -----	14 mos.	14 mos.

Parental Status of Students in Institution at End of the Year

	Year Ended June 30, 1957	Year Ended June 30, 1958
Parents living together -----	120	137
Parents separated -----	80	90
Parents divorced -----	33	40
Step-Father -----	26	30
Step-Mother -----	21	19
Father deceased -----	46	52
Mother deceased -----	21	23
Orphans -----	2	0
Foster Parents -----	4	3
Illegitimate -----	10	17

AGE AND GRADE CLASSIFICATION

SCHOOL YEAR 1956-57

Age	Grades									Total
	Special Education	5	6	7	8	9	10	11	12	
9	2									2
10	5									5
11	6									6
12	5	1	2	2						10
13	8	9	2	2						21
14	16	9	10	12	6					53
15	20	10	13	10	17	17	2			89
16	17	8	12	11	15	20	6			89
17	3		2	1	2		1			9
18	1									1
Total	83	37	41	38	40	37	9			285

SCHOOL YEAR 1957-58

Age	Grades									Total
	Special Education	5	6	7	8	9	10	11	12	
10	5									5
11	7									7
12	7	2	2	1						12
13	9	8	4	2						23
14	19	10	11	13	5					58
15	25	12	14	12	13	17	1			94
16	25	7	12	12	16	20	8	2		102
17	4		1	4	3	2	2			16
18	1									1
19	1									1
Total	103	39	44	44	37	39	11	2		319

DISTRIBUTION OF POPULATION BY COUNTIES

County	1956	Year Ended June 30, 1957			Year Ended June 30, 1958		
	Total June 30	Admissions During Year	Released During Year	Total June 30	Admissions During Year	Released During Year	Total June 30
Alamance	3	6	2	7	3	7	3
Alexander	0	0	0	0	2	0	2
Alleghany	0	4	1	3	1	0	4
Anson	1	1	2	0	1	0	1
Ashe	7	3	6	4	4	4	4
Avery	0	3	0	3	2	3	2
Bladen	0	1	0	1	0	1	0
Brunswick	0	1	0	1	0	0	1
Buncombe	16	13	15	14	20	14	20
Burke	6	9	7	8	12	8	12
Cabarrus	12	12	12	12	10	12	10
Caldwell	14	10	16	8	9	8	9
Caswell	0	1	0	1	0	1	0
Catawba	7	12	7	12	9	14	7
Chatham	0	0	0	0	2	0	2
Cherokee	2	3	2	3	3	2	4
Clay	0	2	1	1	2	0	3
Cleveland	2	0	2	0	2	0	2
Columbus	6	1	4	3	7	2	8
Craven	1	0	1	0	0	0	0
Cumberland	6	7	7	6	9	6	9
Davidson	0	1	0	1	0	1	0
Davie	1	0	0	1	4	2	3
Duplin	0	1	1	0	2	1	1
Durham	5	5	3	7	2	7	2
Edgecombe	0	0	0	0	1	0	1
Forsyth	11	9	11	9	13	9	13
Gaston	24	21	22	23	23	23	23
Graham	0	2	1	1	1	1	1
Guilford	16	16	13	19	21	19	21
Halifax	2	0	2	0	1	1	0
Harnett	2	0	2	0	0	0	0
Haywood	12	5	10	7	1	7	1
Henderson	5	7	4	8	9	8	9
Iredell	2	4	2	4	2	5	1
Jackson	0	1	1	0	2	0	2
Lee	2	1	2	1	3	1	3
Lenoir	3	3	3	3	4	4	3
Lincoln	5	2	5	2	3	2	3
Macon	7	3	7	3	0	3	0
Madison	1	1	1	1	2	1	2
McDowell	4	7	4	7	1	7	1

DISTRIBUTION OF POPULATION BY COUNTIES

County	1956	Year Ended June 30, 1957			Year Ended June 30, 1958		
	Total June 30	Admissions During Year	Released During Year	Total June 30	Admissions During Year	Released During Year	Total June 30
Mecklenburg	15	10	12	13	24	13	24
Mitchell	2	1	2	1	0	0	1
Montgomery	0	0	0	0	2	1	1
Moore	3	0	3	0	4	0	4
New Hanover	5	3	5	3	7	3	7
Orange	1	0	1	0	0	0	0
Polk	1	4	1	4	5	4	5
Randolph	4	1	4	1	6	1	6
Richmond	7	2	4	5	10	5	10
Robeson	11	11	12	10	16	11	15
Rockingham	3	6	5	4	8	3	9
Rowan	2	0	0	2	1	2	1
Rutherford	0	4	0	4	2	4	2
Sampson	3	3	3	3	2	3	2
Scotland	1	2	1	2	1	2	1
Stanly	2	5	1	6	7	6	7
Stokes	2	0	2	0	3	0	3
Surry	8	8	8	3	4	7	5
Swain	2	2	3	1	1	0	2
Transylvania	5	2	4	3	0	3	0
Union	2	1	1	2	2	2	2
Wake	8	5	6	7	5	8	4
Watauga	2	2	2	3	1	3	1
Wayne	10	9	7	12	4	12	4
Wilkes	10	6	11	5	7	5	7
Yadkin	0	1	0	1	3	1	3
Yancey	1	0	0	1	0	1	0
Totals	295	267	277	285	318	284	319

— Printed By —
THE VOCATIONAL PRINTING CLASS
JACKSON TRAINING SCHOOL
CONCORD, NORTH CAROLINA

